

# THE SCHOOL REVIEW

*published by*

THE UNIVERSITY OF CHICAGO PRESS

*for*

THE DEPARTMENT OF EDUCATION  
OF THE UNIVERSITY OF CHICAGO

BOARD OF EDITORS CHARLES E. BIDWELL, *Chairman*

JOHN R. GINTHER

ROBERT L. McCAUL

FRANCIS S. CHASE, *Ex officio*

VOLUME 71

1963

THE UNIVERSITY OF CHICAGO

CHICAGO, ILLINOIS

PUBLISHED SPRING (MARCH), SUMMER (JUNE),  
AUTUMN (SEPTEMBER), WINTER (DECEMBER), 1963  
COPYRIGHT 1963 BY THE UNIVERSITY OF CHICAGO

## Index to Volume 71

### AUTHOR INDEX

- Ausubel, David P.—A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations, 454-63
- Ballinger, Stanley E.—The Social Studies and Social Controversy, 97-111
- Bidwell, Charles E., King, Stanley H., Finnie, Bruce, and Scarr, Harry A.—Undergraduate Careers: Alternatives and Determinants, 299-316
- Bowman, Mary Jean—Essay Review: Professor Machlup on Knowledge and Reform, 235-45
- Boyer, William H.—Have Our Schools Kept Us Free? 222-28
- Brownson, William E., and Schwab, Joseph J.—American Science Textbooks and Their Authors, 1915 and 1955, 170-80
- Bunnell, Robert A., and Campbell, Roald F.—Differential Impact of National Programs on Secondary Schools, 464-77
- Campbell, Roald F., and Bunnell, Robert A.—Differential Impact of National Programs on Secondary Schools, 464-77
- Colombotos, John.—Sex Role and Professionalism: A Study of High-School Teachers, 27-40
- Cowhig, James D.—Why Do They Leave College? 33-36
- Davis, James A.—Higher Education: Selection and Opportunity, 249-65
- Doherty, Robert E.—Attitudes toward Labor: When Blue-Collar Children Become Teachers, 87-96
- Ennis, Philip H.—Essay Review: *The Production and Distribution of Knowledge in the United States*, 229-34
- Epperson, David C.—Some Interpersonal and Performance Correlates of Classroom Alienation, 360-76
- Finnie, Bruce, Bidwell, Charles E., King, Stanley H., and Scarr, Harry A.—Undergraduate Careers: Alternatives and Determinants, 299-316
- Fox, Robert P., and Roberts, John L.—Down-to-Earth Science at Suburbia Junior High, 181-87
- Gladstein, Gerald A.—A New Approach for Identifying Appropriate Individual Study Behavior, 158-69
- Gordon, C. Wayne.—Essay Review: James Coleman on *The Adolescent Society*, 377-85
- Gottlieb, David, and Hodgkins, Benjamin.—College Student Subcultures: Their Structure and Characteristics in Relation to Student Attitude Change, 266-89
- Henry, Jules.—Values: Guilt, Suffering, and Consequences, 442-53
- Hills, R. J.—Theory, Research, and Practice: Three Legs of Administrative Science, 478-92
- Hodgkins, Benjamin, and Gottlieb, David.—College Student Subcultures: Their Structure and Characteristics in Relation to Student Attitude Change, 266-89
- Howard, Elizabeth Z.—Needed: A Conceptual Scheme for Teacher Education, 12-26
- Jackson, Philip W., and Moscovici, Fela.—The Teacher-To-Be: A Study of Embryonic Identification with a Professional Role, 41-65
- Johnson, Earl S.—The Social Studies versus the Social Sciences, 389-403
- Jordan, James A., Jr.—Teaching Machines and Philosophy of Education, 151-57

- Kerlinger, Fred N.—Educational Attitudes and Perceptions of Teachers: Suggestions for Teacher-Effectiveness Research, 1-11
- King, Stanley H., Bidwell, Charles E., Finnie, Bruce, and Scarr, Harry A.—Undergraduate Careers: Alternatives and Determinants, 299-316
- Krug, Mark M.—The Distant Cousins: A Comparative Study of Selected History Textbooks in England and in the United States, 425-41
- Moscovici, Fela, and Jackson, Philip W.—The Teacher-To-Be: A Study of Embryonic Identification with a Professional Role, 41-65
- Nasatir, David.—A Contextual Analysis of Academic Failure, 290-98
- Newmann, Fred M.—Consent of the Governed and Citizenship Education in Modern America, 404-24
- Palmer, John R.—The Place of History in the Curriculum, 208-21
- Renshaw, Edward F.—Essay Review: *Higher Education: Resources and Finance*, 493-502
- Roberts, John L., and Fox, Robert P.—Down-to-Earth Science at Suburbia Junior High, 181-87
- Scarr, Harry A., Bidwell, Charles E., King, Stanley H., and Finnie, Bruce.—Undergraduate Careers: Alternatives and Determinants, 299-316
- Schmuck, Richard.—Some Relationships of Peer Liking Patterns in the Classroom, 337-59
- Schwab, Joseph J., and Brownson, William E.—American Science Textbooks and Their Authors, 1915 and 1955, 170-80
- Selvin, Hanan C.—The Impact of University Experiences on Occupational Plans, 317-29
- Sherman, Barbara.—Teachers' Identifications with Childhood Authority Figures, 66-78
- Sherman, Barbara, and Wright, Benjamin.—Teachers' Self-Awareness and Their Evaluation of Childhood Authority Figures, 79-86
- Thomas, William M.—Technical Errors in the Compositions of the Average High-School Senior, 188-207
- Torrance, E. Paul.—Essay Review: *Creativity and Intelligence*, 112-15
- Tyler, Fred T.—Teaching Machines, Programs, and Research on Learning, 123-50
- Wright, Benjamin, and Sherman, Barbara.—Teachers' Self-Awareness and Their Evaluation of Childhood Authority Figures, 79-86

## TITLE INDEX

- American Science Textbooks and Their Authors, 1915 and 1955, William E. Brownson and Joseph J. Schwab, 170-80
- Attitudes toward Labor: When Blue-Collar Children Become Teachers, Robert E. Doherty, 87-96
- College Student Subcultures: Their Structure and Characteristics in Relation to Student Attitude Change, David Gottlieb and Benjamin Hodgkins, 266-89
- Consent of the Governed and Citizenship Education in Modern America, Fred M. Newmann, 404-24
- A Contextual Analysis of Academic Failure, David Nasatir, 290-98

- Differential Impact of National Programs on Secondary Schools, Roald F. Campbell and Robert A. Bunnell, 464-77
- The Distant Cousins: A Comparative Study of Selected History Textbooks in England and in the United States, Mark M. Krug, 425-41
- Down-to-Earth Science at Suburbia Junior High, Robert P. Fox and John L. Roberts, 181-87
- Educational Attitudes and Perceptions of Teachers: Suggestions for Teacher-Effectiveness Research, Fred N. Kerlinger, 1-11
- Essay Review: *Creativity and Intelligence*, E. Paul Torrance, 112-15
- Essay Review: *Higher Education: Resources and Finance*, Edward F. Renshaw, 493-502
- Essay Review: James Coleman on *The Adolescent Society*, C. Wayne Gordon, 377-85
- Essay Review: *The Production and Distribution of Knowledge in the United States*, Philip H. Ennis, 229-34
- Essay Review: Professor Machlup on Knowledge and Reform, Mary Jean Bowman, 235-45
- Have Our Schools Kept Us Free? William H. Boyer, 222-28
- Higher Education: Selection and Opportunity, James A. Davis, 249-65
- Needed: A Conceptual Scheme for Teacher Education, Elizabeth Z. Howard, 12-26
- A New Approach for Identifying Appropriate Individual Study Behavior, Gerald A. Gladstein, 258-69
- The Place of History in the Curriculum, John R. Palmer, 208-21
- Sex Role and Professionalism: A Study of High-School Teachers, John Colombotos, 27-40
- The Social Studies and Social Controversy, Stanley E. Ballinger, 97-111
- The Social Studies versus the Social Sciences, Earl S. Johnson, 389-403
- Some Interpersonal and Performance Correlates of Classroom Alienation, David C. Epperson, 260-76
- Some Relationships of Peer Liking Patterns in the Classroom, Richard Schmuck, 337-59
- Teachers' Identifications with Childhood Authority Figures, Barbara Sherman, 66-78
- Teachers' Self-Awareness and Their Evaluation of Childhood Authority Figures, Barbara Sherman and Benjamin Wright, 79-86
- The Teacher-To-Be: A Study of Embryonic Identification with a Professional Role, Philip W. Jackson and Fela Moscovici, 41-65
- Teaching Machines and Philosophy of Education, James A. Jordan, Jr., 151-57
- Teaching Machines, Programs, and Research on Learning, Fred T. Tyler, 123-50
- A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations, David P. Ausubel, 454-63
- Technical Errors in the Compositions of the Average High-School Senior, William M. Thomas, 188-207
- Theory, Research, and Practice: Three Legs of Administrative Science, R. J. Hills, 478-92
- Undergraduate Careers: Alternatives and Determinants, Charles E. Bidwell,

Stanley H. King, Bruce Finnie, and  
Harry A. Scarr, 299-316

Values: Guilt, Suffering, and Conse-  
quences, Jules Henry, 442-53

Why Do They Leave College? James D.  
Cowhig, 33-57

#### BOOK REVIEWS

##### By Author

Coleman, James, *The Adolescent Society*  
Reviewed by C. Wayne Gordon, 377-  
85

Getzels, Jacob W., and Jackson, Philip  
W., *Creativity and Intelligence: Ex-  
plorations with Gifted Students*  
Reviewed by E. Paul Torrance, 112-15

Harris, Seymour, *Higher Education: Re-  
sources and Finance*  
Reviewed by Edward F. Renshaw,  
493-502

Machlup, Fritz, *The Production and Dis-  
tribution of Knowledge in the United  
States*

Reviewed by Philip H. Ennis, 229-34

Reviewed by Mary Jean Bowman,  
235-45

##### By Title

*The Adolescent Society* by James Cole-  
man  
Reviewed by C. Wayne Gordon, 377-  
85

*Creativity and Intelligence: Explorations  
with Gifted Students* by Jacob W.  
Getzels and Philip W. Jackson  
Reviewed by E. Paul Torrance, 112-  
15

*Higher Education: Resources and Fi-  
nance* by Seymour Harris  
Reviewed by Edward F. Renshaw,  
493-502

*The Production and Distribution of  
Knowledge in the United States* by  
Fritz Machlup  
Reviewed by Philip H. Ennis, 229-34  
Reviewed by Mary Jean Bowman,  
235-45

#### FROM THE PUBLISHERS

116-21, 246-48, 386-88, 503-5

